

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Delaney Paterson
What is the performance task for your unit?	A Glogster Presentation
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Glogster.com (required) Numbers/Excel/Geogebra (optional- for graph creating)
Lesson # in which students will create the performance task	Lesson #6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Creating graphs	http://www.khanacademy.org/math/algebra/linear-equations-and-inequalitie	creating graphs will be a part of my lesson
Finding equations with slopes	http://www.khanacademy.org/math/algebra/solving-linear-equations-and-inequalities	finding equations will be a part of my lesson

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Using a laptop		They will have the opportunity to use their laptops in class.
Understanding crediting someone's work.	The students will credit their own work and the work of others	

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Familiar with Glogster	http://resources.edu.glogster.com/p/1574412873/2012/04/10/how-to-get-help http://www.slideshare.net/celticmapleleaf/quick-glogster-tutorial-handout-pdf	The students can experience Glogster by using some class time to play around with it. I will give students the option to use it as a product.
Familiar with Numbers/Excel/Geogebra	http://spreadsheets.about.com/od/excel101/a/Excel_beg_guide.htm	The students should already be familiar with the program, but if not, I will dedicate time for students to play around in my lesson.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Publishing on Glogster	http://resources.edu.glogster.com/p/1574412873/2012/04/10/how-to-get-help	The students will gain a sense of familiarity with Glogster when I give them class time to play around with it. This will give them the opportunity to ask me any question they may have about their product.

Sharing the URL	The students share the URL by emailing it to me, so I can view it to grade.	Students should be familiar with e-mail and finding URLs, but if not, I can ask anyone who needs help.
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Glogster	http://resources.edu.glogster.com/p/1574412873/2012/04/10/how-to-get-help	The student should be somewhat familiar with Glogster with other classes, but they will also get the time to work with it in prior activities.
Geogebra	Students will need to graph their linear equations and show it in their Glogster Presentation. They need to screen capture it or export it into Glogster.	The student will need to create graphs throughout the whole unit, so they should be able to use Geogebra as I've already used it in class.